



Teacher Performance Evaluation Task Force May 22, 2008



Teacher Evaluation Model Jordan Performance Appraisal System JPAS

New Evaluation System

WHY?

1. Requests from many teachers
2. Requests from administrators
3. NCLB
4. Updating school board policy

The Board Responds

- The school board in response to teacher and administrator requests and in response to NCLB; requested that a research based teacher evaluation tool be adopted and implemented
- Board policy #406.18 needed to be updated

The Process

- A committee was appointed
- Research was done regarding effective teacher evaluation and research based teacher evaluation tools
- Two evaluation tools were selected to advance to a larger committee,
 - Frameworks by Educational Testing Services (ETS)
 - JPAS by the Jordan School District

The Process

- The administrator and a teacher representative were selected to participate from each school
- Preview materials were given to the study committee
- Representatives from ETS and the Jordan School District presented the evaluation systems

The Process

- 90 % of the teachers on the committee favored the JPAS
- 80% of the members of the committee favored the JPAS

JPAS

- JPAS was developed by the Jordan School District, the Jordan Education Association, and the Utah State Department of Education
- JPAS is based on Effective Schools Research

Evaluation System Development

1992-93 Design, Pilot Study, Revisions
 1993-94 Validation
 1994-95 Norming
 1995-96 District Implementation

JPAS is:

- A valid and reliable measure of teacher effectiveness (competency)
- Designed to promote professional growth of teachers
- A tool that identifies behaviors contributing to student growth

JPAS is not:

- A tool designed to handle cause issues

Educators included in sample



- 1015 educators were randomly selected by building (approximately 1/3 of Jordan's teaching staff)
- Results were based on the evaluations of 389 elementary teachers and 532 secondary teachers

Educators included:

- General education teachers of Grades K-12, all subjects
- Special Education Teachers (Preschool, Adult, Resource, Self-contained, Special Schools, Teachers of the Visually Impaired, Teachers of the Hearing Impaired)
- Head Start Teachers
- Title I Teachers
- Youth-in-Custody Teachers
- Speech-Language Pathologists
- Teachers of the Gifted and Talented (ALPS, Honors, AP)

Significant Findings

- Control Variables:
 - Grade level
 - Subject matter
 - Type of class
 - Number of students
 - Minutes of instruction
 - Time of day
 - Number of problem students

Significant Findings

- Higher reliability for two unscheduled observations than for other combinations
- Secondary teachers, as a group, had a lower total mean score than elementary teachers
- The number of problem students was associated with lower total scores

Validity and Reliability

- | | |
|--------------------------------|---|
| □ Measures what we anticipated | □ Essentially same score on different days |
| □ Measures what is essential | □ Essentially same score with different observers |

Strengths

- Reasonably objective
- Provides goals and structure for promoting effective teaching
- Brings principals and teachers together to discuss effective teaching

The Four Components



- Observations
- Interviews
- Feedback Reports
- Professional Development Materials

The First Component *Observations*

- ❑ Built around 49 indicators covering a wide variety of skills and techniques
- ❑ Indicators grouped into 3 domains:
 - Managing the classroom
 - Delivering instruction
 - Interacting with students

The First Component *Observations*

- ❑ Two unscheduled classroom observations
- ❑ Teacher use of the 49 indicators recorded on an optically scannable form
- ❑ Observer rules and guides promote reliability

DOMAIN II: DELIVERING INSTRUCTION Developing Thinking Skills		
INDICATORS	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
Illustrates relationships ○○○○○○○○	A tally is recorded each time the teacher illustrates relationships by tying new information to concepts the students understand. This may be done by: <ul style="list-style-type: none"> • providing multiple examples of the new idea • presenting previously learned material in a new situation (e.g., creating a story from a list of vocabulary words) • discussing subject matter as it relates to students' lives (e.g., working with fractions in a cooking context) • explaining the subject matter in a context beyond the school (telling a story which illustrates how the concept applies to life) 	EXAMPLES Tally: The teacher introduces adjectives and then identifies twenty adjectives in a poem the students have read. In a writing activity where the goal is to clearly report on a topic in memo format, the teacher explains why and how memos are used in business. The teacher introduces subtraction with decimals and then uses money problems to guide the students in determining if the correct change has been given in a transaction. Don't Tally: The teacher shows students how to derive the area of a square. The students then figure the area of five different squares.

REFERENCES: By illustrating relationships between subject matter the teacher helps students gain a deeper understanding of the concepts. Learning and memory are increased through associations and by relating new ideas to past knowledge and experience (Wittrock, 1986). Improving comprehension in learners involves helping them see the relationships between or among parts (Wittrock, 1986). Linden and Wittrock (1981) taught elementary children how to relate texts to their own experience and knowledge. These students scored much higher reading comprehension tests than students who did not know how to make such connections. Deering and Christensen (1977), Pichert and Anderson (1977), and Au (1977) derived similar results. Paris, Lindauer, and Cox (1977) found that children who were taught how to connect stories out of sentences they learned demonstrated greater comprehension of those sentences. Wang and Wallberg (1985) cited good example skills taught through meaningful application as highly important variables for learning.

DOMAIN II: DELIVERING INSTRUCTION Presenting Instruction		
INDICATORS	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
18. Emphasizes important points ○○○○○○○○	A tally is recorded each time the teacher draws students to an important point of the lesson by: <ul style="list-style-type: none"> • saying "this is important", "listen carefully", "remember this", "get this", "note this", etc. • underlining important points on the chalkboard or overhead or highlighting by drawing or pointing information. • drawing attention to key points by repeating them throughout the lesson. 	NOTE: Emphasizes important points is recorded when the teacher focuses student attention on important points of the lesson rather than simply gaining the attention of the students, which is recorded as Gets student attention in Domain III. Tally once per important point. If the teacher reiterates the same point several times (to emphasize it), only tally the point once. Important points are points of the lesson, not important parts of classroom procedures. Don't Tally: "It's important that everyone have a piece of paper." (procedure)

REFERENCES: Effective teachers draw student attention to important points and concepts during instruction (Petric, 1983; Maddux & Hook, 1973). Meyer (1983) found that repetition of important points was highly related to student achievement. Student achievement gains also correlate positively with detail and redundancy in teacher explanations (Koschman, 1983).

The Second Component *Interviews*



- ❑ Interview form Domains IV & V
- ❑ Domains document
- ❑ The purpose of the interview is to evaluate teaching skills not easily observed during a classroom observation

The Second Component *Interviews*

- ❑ Domain IV - Planning
 - Rules and consequences
 - Objectives
 - Student assessments
- ❑ Domain V. Professional Growth and Responsibilities
 - Communication with Parents
 - Professional Development

The Second Component *Interviews*

- Built around twelve indicators not readily seen in classroom observation
- Twelve indicators grouped into two domains:
 - Planning
 - Professional growth and responsibilities
- The evaluator and teacher discuss indicators
- Teacher presents work samples to support the educator's effectiveness on each indicator
- Evaluator rules and guides promote reliability

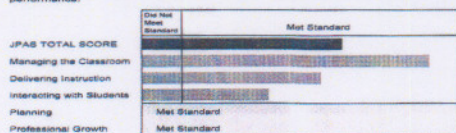
The Third Component *Feedback Report*

- Reports the results of two observations and one interview
- Reports are individualized
- Feedback is domain specific
- Scores fall in one of two ranges
- Report is linked to professional development materials



JPAS Results

Based on the total score of your JPAS evaluation, your performance Met the Standard for Jordan School District teachers. This report identifies your strengths and weaknesses and provides information you may consider when developing plans to enhance your performance.



The JPAS total score is a composite measure of a variety of effective teaching behaviors. The total is the most comprehensive score. It is based on the five domains shown.

Diagnostic Information

The diagnostic information presented below uses subcategories, ordered from strongest to weakest, to provide more detailed information on the first three domains. Everyone receives the same information on the elements of Planning and Professional Growth.

Managing the Classroom. Your results Met the Standard. You demonstrated exceptional skills in the following areas: (PDM Subcategories I-III)

Engaging Students in Learning involves presenting information clearly, providing a courteous climate, and adjusting instruction to fit student needs and interests.

Managing Time and Routines calls for orchestrating short transitions with few opportunities for students to be off-task and providing routines for students for frequently required tasks.

Managing Student Behavior requires frequently scanning the class to increase awareness of students' behavior and responding to observed behavior.

The Fourth Component *Professional Development Materials*

- Contain activities educators can use to improve teaching skills
- Organized by domains, subcategories, and indicators
- Reference activities, books, videos, and inservice classes



Table of Contents

DOMAIN I: MANAGING THE CLASSROOM

Engaging Students in Learning	Subcategory I
Indicator 1: Students Off-Task	Subcategory I
Indicator 2: Interrupts/Disrupts Instruction	Subcategory I
Indicator 3: Fails to Address Misunderstandings	Subcategory I
Indicator 4: Adults Instruction	Subcategory I
Indicator 5: Classroom Climate	Subcategory I
Indicator 6: Classroom Management	Subcategory I
Indicator 7: Fails to Respond Immediately to Disruptive Behavior	Subcategory II
Indicator 8: Responds Inappropriately to Behavior	Subcategory II
Indicator 9: Applies Low-Key Tactics for Misbehavior	Subcategory II
Indicator 10: Identifies Indicators of Disruptive Behavior	Subcategory II
Managing Time and Routines	Subcategory III
Indicator 11: Smooth Transitions	Subcategory III
Indicator 12: Use Management Routines	Subcategory III
Indicator 13: Modes of Nonacademic Time	Subcategory III

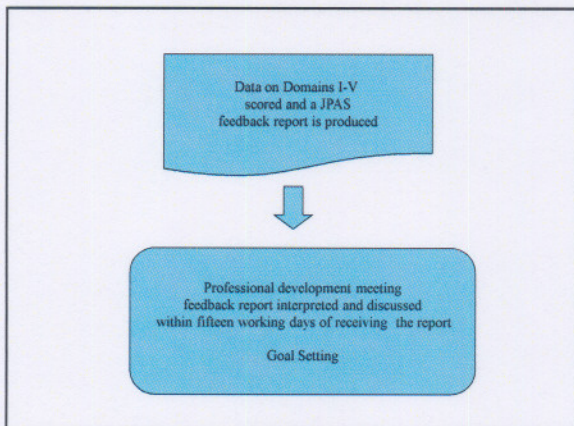
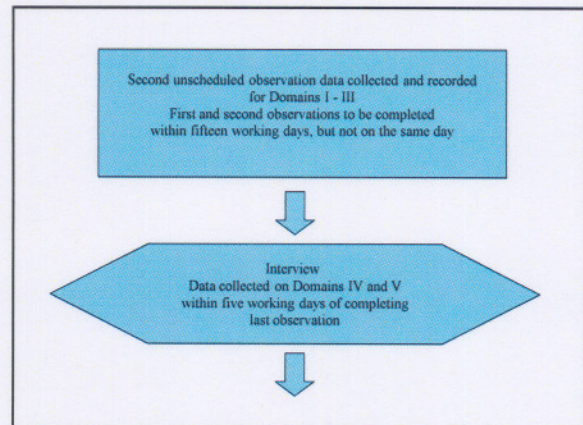
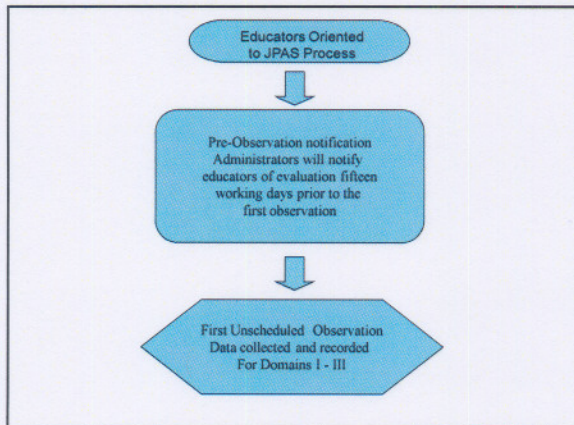
DOMAIN II: DELIVERING INSTRUCTION

Presenting Instruction	Subcategory IV
Indicator 14: Explains Academic Concepts	Subcategory IV
Indicator 15: Emphasizes Important Points	Subcategory IV
Indicator 16: Reviews	Subcategory IV
Indicator 17: Pre-Assessment	Subcategory IV
Indicator 18: Advance Organizer	Subcategory IV
Indicator 19: Teaching/Learning Strategies	Subcategory IV
Indicator 20: Structure and Sequence Activities	Subcategory IV
Indicator 21: Energy and Enthusiasm	Subcategory IV
Indicator 22: Goals, Objectives and Expectations	Subcategory IV
Indicator 23: Instructional Delivery	Subcategory IV
Developing Thinking Skills	Subcategory V
Indicator 24: Posing Questions	Subcategory V
Indicator 25: Institute Relationships	Subcategory V
Indicator 26: Higher-Order Questions	Subcategory V
Indicator 27: Wait-Time	Subcategory V
Indicator 28: Student Interactions	Subcategory V
Indicator 29: Problem Solving	Subcategory V
Indicator 30: Cause-Effect Analysis	Subcategory V
Indicator 31: Application Activities	Subcategory V
Indicator 32: Transferring and Use Ideas	Subcategory V

The Fourth Component *Professional Development Materials*


Resources available for teachers with total scores in the "Does Not Meet Standard Range" include:

- Professional development materials
- Assistance from a specially trained consulting educator
- Assistance from the principal



Certification of Evaluators

- Initial Certification Requires:
 - Passing a written test on the content of the Domains Document



Certification of Evaluators

- Participating in a 24 hours of training
- Meeting the criteria for accuracy in recording observations from two video taped teaching segments
- Meeting the criteria for accuracy in recording data for an interview based on a teacher's work samples and notes taken by an interviewer
- Completing four practice observations in real classrooms with a partner who has also completed the training

Recertification of Evaluators

- Each evaluator must attend a recertification training once every three years
 - Meet the criteria for accuracy in recording observations from two video taped teaching segments
 - Meet the criteria for accuracy in recording data for an interview based on a teacher's work samples and notes taken by an interviewer
 - Make professional development suggestions using a feedback report
 - Complete a paired observation in a real classroom with a partner who is a certified JPAS evaluator

Monitoring the System

- The JPAS monitoring system includes:
 - An annual review of all evaluations completed by administrators in the district
 - An annual review of the performance of educators' to identify potential changes needed in the norms of the instrument

Monitoring the System

- Once every four years, an interrater reliability check will be done for each administrator using the JPAS
- Reviews of studies on classroom teaching techniques common to successful educators will continue

New Teacher Classes

- Assist teachers in better understanding the JPAS process
- Help teachers integrate effective teaching practices
- Have proven to be effective in helping teachers be more successful

JPAS

- The JPAS system continues to function extremely well in providing timely feedback to teachers and administrators on important dimensions of instruction.
- The mean on the evaluations have remained remarkably stable over the last ten years, demonstrating the effectiveness of efforts aimed at maintaining the JPAS reliability.

Implementation



- Training
- Monitoring

Improving the System

- Cooperative effort between Higher Education and School Districts
 - Jordan district, U of U, and BYU
 - Common understanding of what research based instruction is and what it looks like

Contact Information

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Interim Evaluation
Bonneville Joint School District No. 93
Assessing Teacher Quality through Goal-Setting

Teacher Annual Goals for Improving Student Achievement

Teacher _____ Evaluator _____

Grade/Subject _____ School Year _____

School _____

Goals pursuant to this evaluation will be mutually agreed upon between the teacher and the administrator or supervisor.

Setting *[Describe the population and special learning circumstances]*

Indicator Area *[The area/topic I will address (e.g. JPAS Indicator, ISAT Data, ECA)]*

Baseline Data *[Where I am now (e.g. status at beginning of year)]*

Goal Statement *[What I want to accomplish this year (i.e. my desired results)]*

Strategies for Improvement *[Activities I will use to accomplish my goal]*

Date Reviewed [By end of 1st quarter] _____

Evaluator's Signature/Date

Teacher's Signature/Date

End-of-Year Data and Results *[Accomplishment by year-end]*

Date Final Review *[By end of year]* _____

A signature on this report does not necessarily mean that the employee agrees with the opinions expressed but indicates that he/she has read the report and has had an opportunity for discussion with the evaluator. A copy will be placed in the employee's official personnel file. An employee may add a written response to this evaluation.

Evaluator's Signature/Date

Teacher's Signature/Date

Administrator/Supervisor Comments:

Educator Comments:

Evaluation Dates

First observation: _____ Second observation: _____
Interview: _____ Professional Development Meeting: _____

Signatures

Administrator's signature: _____

Educator's signature*: _____

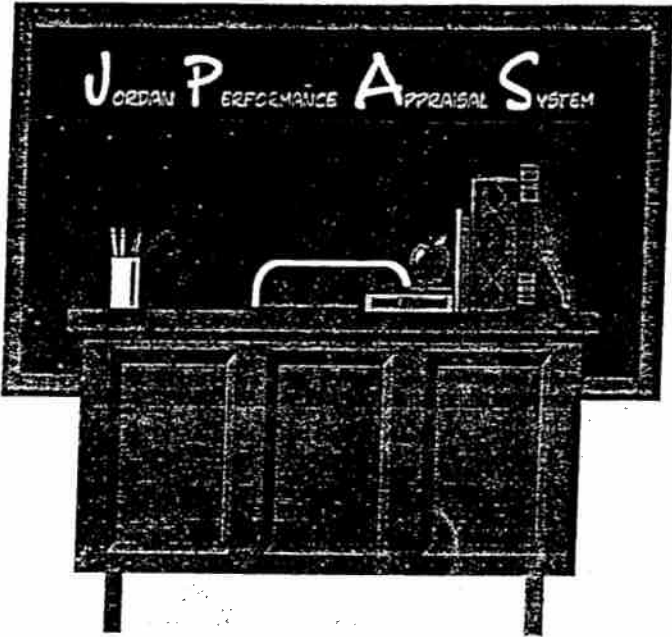
*I understand that I may make a written response to all or any part of this evaluation, and that the response will be attached to this feedback report. If I am not satisfied with the evaluation, I have thirty days to request a review. My signature does not necessarily indicate that I agree with this evaluation, but that I have read the above information and have received a copy of this report.

Educator's Comments: _____

Professional Development Plans

Objectives	Activities and/or Resources

Jordan Performance Appraisal System Feedback Report
Recognition and Development of Professional Skills



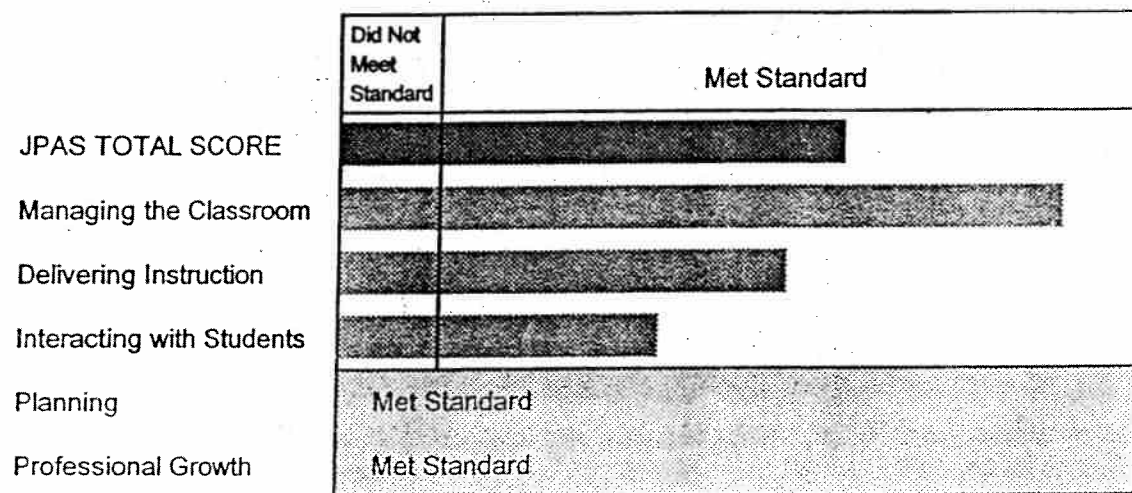
Research shows that a variety of teaching techniques and methods contribute to effective teaching. The JPAS is designed to measure many of these behaviors which have strong support in the literature.

This feedback report provides information about your most recent performance evaluation. These results are based on two observations and an interview. As you think about your results, keep in mind that the JPAS performance indicators are based on effective practices which include a variety of techniques and methods. Equally effective teachers may use a different combination of techniques and methods. Attempting to include all behaviors described by the indicators in the JPAS would not produce the optimal lesson.

The JPAS will help you analyze your teaching performance and make decisions about professional development activities to pursue. The discussion with your administrator, the Professional Development Materials, your colleagues, and inservice classes can guide you in selecting activities to improve and enrich your performance.

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Delivering Instruction. Your results Met the Standard. To enhance your performance, consider the following. (PDM Subcategories IV-VI)

Presenting Instruction improves by clearly explaining and emphasizing key concepts, using advance organizers, reviewing, and relating the information to your goals and objectives.

Coaching Performance includes correcting and reteaching when students make mistakes, demonstrating skills, using peer instruction, and preparing students to carry out activities.

Developing Thinking Skills entails using various levels of questions, providing examples, sustaining dialogues, and conducting problem-solving, application, or cause-effect activities.

Interacting with Students. Your results Met the Standard. To enhance your performance, consider the following. (PDM Subcategories VII-VIII)

Encouraging Participation consists of providing opportunities for all students to participate, creating an interactive atmosphere, and maintaining student attention.

Providing Feedback calls for using guided practice, checking for student understanding, giving students feedback, and reinforcing their behavior.

Planning. You Met the Standard for Planning. To enhance your performance, consider the following. (PDM Subcategories IX-X)

Structuring the Class entails setting rules and consequences for the class, assessing student performance in a variety of ways, and providing plans for substitutes.

Preparing Instruction requires planning activities to help students accomplish goals, assessing student performance, and using student-directed learning activities.

Professional Growth and Responsibilities. You Met the Standard for this domain. To enhance your performance, consider the following. (PDM Subcategories XI-XII)

Enhancing Skills involves collaborating with peers, pursuing professional development activities, and trying out new ideas in your class.

Maintaining Relationships calls for communicating with parents about positive behavior and potential problems, participating in out-of-class duties, and completing administrative tasks.

Use these results, guidance from your administrator, and the Professional Development Materials to prepare your plan for professional development. Consider your teaching practices and preferences when identifying the areas in which you will concentrate your efforts. Colleagues, inservice classes, journals, and the Professional Development Materials are sources for information on how to enhance your skills.